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ABSTRACT

The booklet describes a series of obstacle course relays designed to promote motor, communication, and leadership skills in students with disabilities. An introductory section reviews management of relays in terms of starting, finishing, and scoring. For the succeeding 26 relays, information is given on age levels, objectives, equipment, sequence, and finish of the task. (CL)

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PRACTICAL POINTERS

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Volume 3, Number 10
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MOTOR DEVELOPMENT RELAYS

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ACKNOWLEDGEMENTS

Teamwork and cooperation are the very bases and essence of relays. Participants learn to work together, develop the ability to suplimate personal desires and wishes to contribute to group efforts in accomplishing mutual goals and objectives, master a variety of concepts, develop different motor skills, and have FUN. Teamwo and cooperation were necessary in developing this Practical Pointer. Efforts of many individuals resul in this booklet becoming a reality. Special thanks are extended to all who contributed to this bookle nd made it possible--

- Bruce Thiele, Psychomotor Specialist; Sally Warren, Recreation Therapist, and Tom Marsh, Physical Education Instructor, for their work in developing using, and refining these motor development relays.
- Mrs. Puthoff and Macy Syrovatka for their graphics, and Bob Ayres for his creativity.
- Mrs. Lane's business education classes for typing materials and assembling original booklets.
- Devereux students for their help week after week in experiments designed to attain most effective methods for implimenting developmental motor skills in a relay format.
- Devereux School administrators for their permission to share these materials through the Practical Pointer series.

Special recognition is given to Tom Marsh who more than any other individual was responsible for this material being made available to others. To each, thanks and well done.

Julian U. Stein, Consultant
Programs for the Handicapped

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PROLOGUE

Study of neuromuscular and perceptual development of the human organism shows existence of an orderly sequence of developmental stages. Individual abilities develop from undifferentiated motor activities through a complex hierarchy which includes formation of both concepts and perceptions. Sensorimotor activities affect formation of concepts. These concepts influence formation of new perceptions which in turn direct motor activities.

Unfortunately, neurological impairments, environmental deprivations, illnesses, emotional disturbances, and physical handicapping conditions prevent some individuals from progressing smoothly through the sensorimotor perceptual development hierarchy. When this occurs an individual can be helped overcome or reduce deficits through participation in controlled activities that stimulate development of kinesthetic differentiation, body image, balance, agility, spatial organization, motor planning, fine motor control, and visual perception.

Obstacle course relays were devised to serve these purposes in structured, challenging, and enjoyable activities. Relays also promote development of communication skills and the concept of teamwork; leadership skills are also encouraged. An important characteristic of these relays is flexibility. They may be adjusted in simplicity or complexity to all ability levels. Students of various ages and skill levels can participate together. An obstacle course may be run individually, against one challenger, against the clock, or as a team activity. In most cases younger or more severely involved students respond best to races against the clock or one challenger; older or more capable students are more motivated by competitive team relays.

MANAGEMENT OF RELAYS

Layout of Obstacle Courses

Two courses are set up, each with three to twelve different stations which lead students down the sides of the area to the end of the field or gymnasium and then back to the center of the area to the starting point. Courses are identical except that a station or activity approached from the right by one team is approached from the left by the other team. Students alternate courses from one race to the next. Each course includes stations with activities designed to develop both gross and fine motor skills. Three or four relay races are conducted per class period. Relays increase in difficulty when new tasks are added after each race. The variety of tasks is limited only by one's imagination and can include any task thought to promote sensorimotor development.

The following instructions should be adapted to meet intellectual, social, and skill levels of participants.

Choosing Teams

The instructor chooses two captains; captains then choose teams which must have equal numbers of students. Alternate Method--class elects captains who choose teams so that order in which students are chosen is known only to team captains

Instructing Teams

Instructions are given by the instructor to team captains before the start of each race. Captains in turn convey instructions to their teams. If a participant has a question, he/she must ask the captian who must consult the instructor. Limit time captains are allowed for giving directions to their teams before starting a relay. Points may be given to the first team ready to begin.

Starting Relays

Teams line up at the starting line so that each participant is in a straddle poisiton--legs apart--and one student is behind another. After the instructor signals start of the race, an object--ball, scooterboard, bean bag--is passed between the legs of the players to the end of the

line. The last player in line negotiates the obstacle course first. After completing assigned tasks on the obstacle course, each participant returns to the front of his/her team and passes the object to teammates until it reaches the individual now at the end of the line. Teams must keep their lines straight and be ready for returning players since this procedure is followed until all participants have completed the obstacle course.

Finishing Relays

Before starting a relay, the participant on each team assigned to go first is instructed to perform a special finishing task after all team members--including him/herself have competed. The finishing task should be exacting, conclusive, and have a high degree of difficulty within the range of each student's abilities. This makes the race more exciting for students, often allows a team which is behind to catch up, and makes it easy to determine the team finishing first.

Scoring

Participant motivation usually increases when points are scored and the winning team determined by a cumulative score at the end of class. Point values are assigned each race and doubled for following relays--first relay, 5 points; second, 10; third, 20; fourth, 40.

A team's score may be increased by players earning points for successfully completing individual tasks on the obstacle course. For example, if the task is to throw four bean bags into a pail, score one point for each bean bag making the target; two targets, one more difficult to hit than the other, maybe set up so that greater point values are assigned the more difficult target. Another method to score points is by giving students three opportunities to complete a task successfully--ring toss, shoot a basket. If successful on the first attempt, score 15; on second attempt, 10; third, 5. Running scores are kept for the two teams, not for individual students.

LEG POWER

Levels Elementary and Junior High

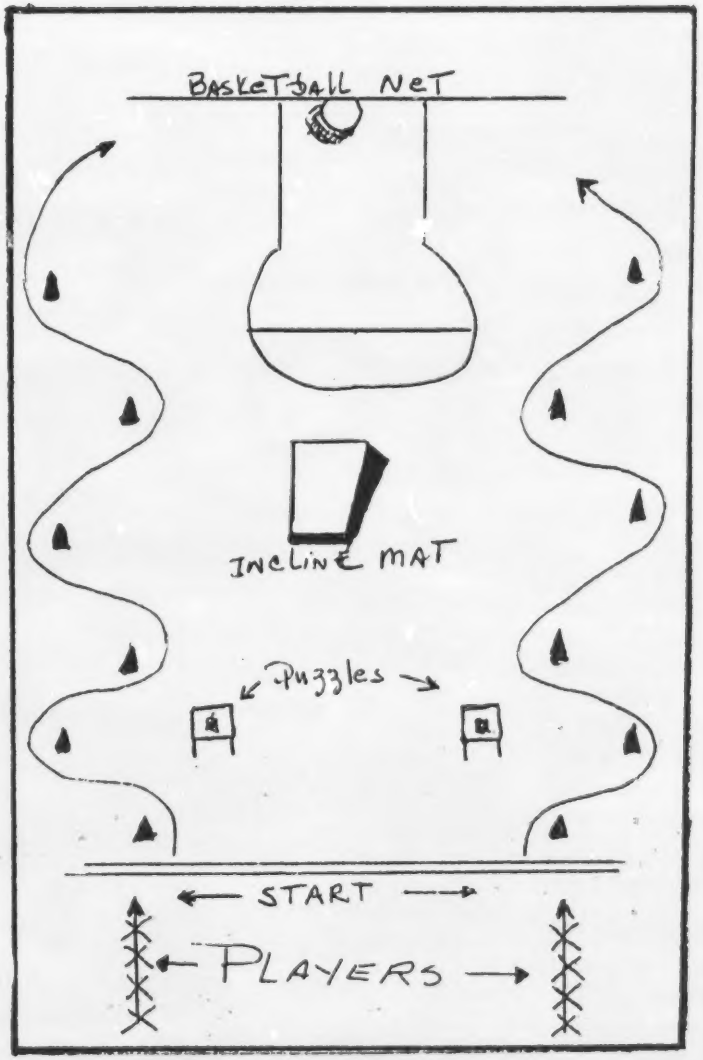
Objectives Develops balance, ability to change directions, figure-ground discrimination, spatial organization, and fine motor control.

Equipment 2 9" utility balls; 1 incline mat; 12 24" cones; 2 image ball boards; 2 card tables.

Sequence Line up, pass ball through legs--

1. While holding ball, run in and out of the cones, down and back.
2. Begin as in #1. On the way back do a somersault on the mat while holding onto the ball.
3. Same as #2. After the somersault, run to the card table. Hold the utility ball between knees. Take the ball out of the board and replace in the same design.
4. Same as #3. Before doing the somersault, go to basketball net and shoot until a basket is made.

Finishing Task Run straight to the basket with ball and shoot--first basket made wins race.



BASIC BASKETBALL

Levels Junior and Senior High

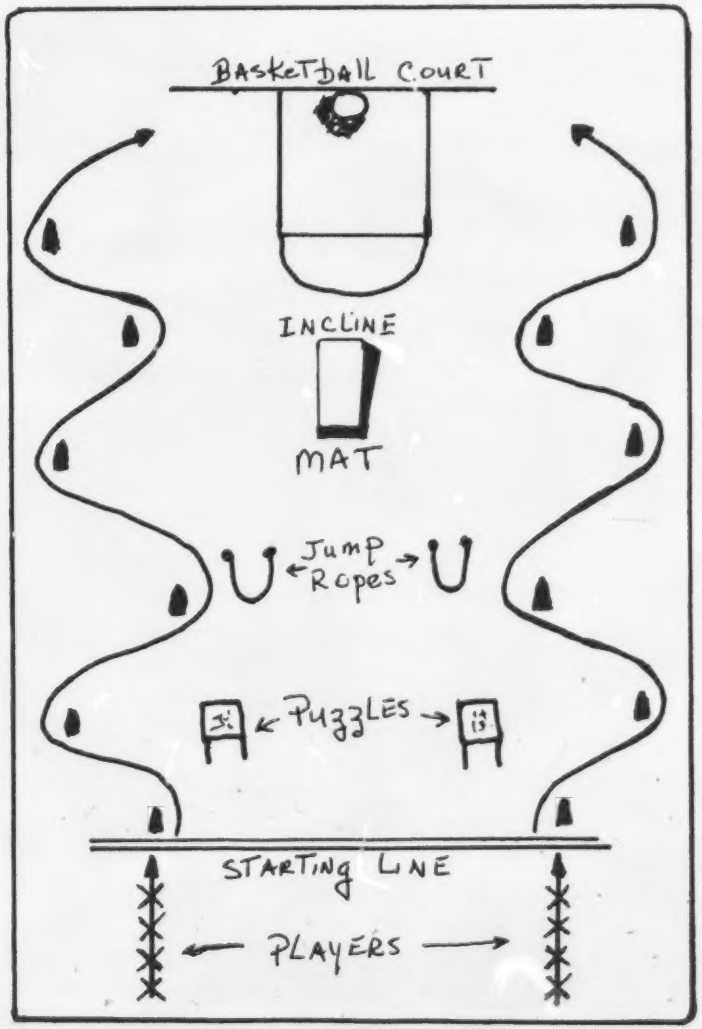
Objectives Develops balance, ability to change directions, figure-ground discrimination, spatial organization.

Equipment 12 24" cones; 2 volleyballs; 1 incline mat; 10 nuts and bolts; 2 jump ropes; 2 card tables.

Sequence

1. While holding ball, run in and out of the cones down and back. (5 points)
2. Run down holding ball (as in #1), run to incline mat and do a somersault. (10 points).
3. Same as #2. After somersault, run to jump rope, put volleyball between knees and jump 5 times. (20 points)
4. Same as #3. After jumping rope go to table. First player takes nuts and washers off bolts; second player puts them on, continuing to alternate in this manner. (40 points)
5. Begin as in #1. Go to basket, shoot 3 times (1 point for each successful basket). Run back to line.

Finishing Task Run straight to the basket with ball and shoot.



DOWN ON THE FARM--GATHERING EGGS

Levels Elementary, Junior and Senior High

Objectives Develops eye-hand control, balance, spatial orientation, visual memory, grasping, fine motor control, form perception.

Equipment 12 24" cones; 12 12" softballs; 2 plastic garbage pails; 2 image ball boards; 1 walking board; 1 incline mat; 2 climbing ropes; 2 card tables.

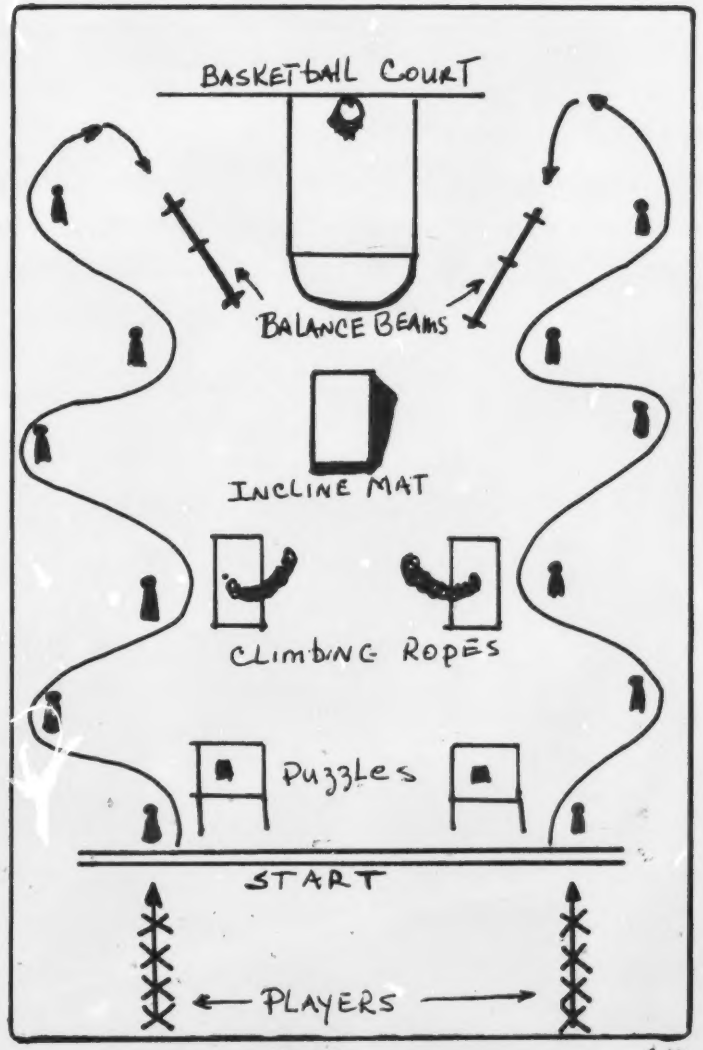
Sequence Line up, pass pail containing balls through legs.

1. With pail, run up and set softballs on cones. Run back, take softballs off, and return them to pail.

2. Run up setting balls on cones. With empty pail, walk across balance beam (walking board) and run back to line. Next person puts balls in pail, next sets them on cones, continuing to alternate in this manner.

3. Same as #2. Add somersault on incline mat. Go to card-table, take image balls out of the board and replace in the same design.

Finishing Task Climb rope to top and touch ceiling.



PUSHING THE PUCK

Levels Junior and Senior High

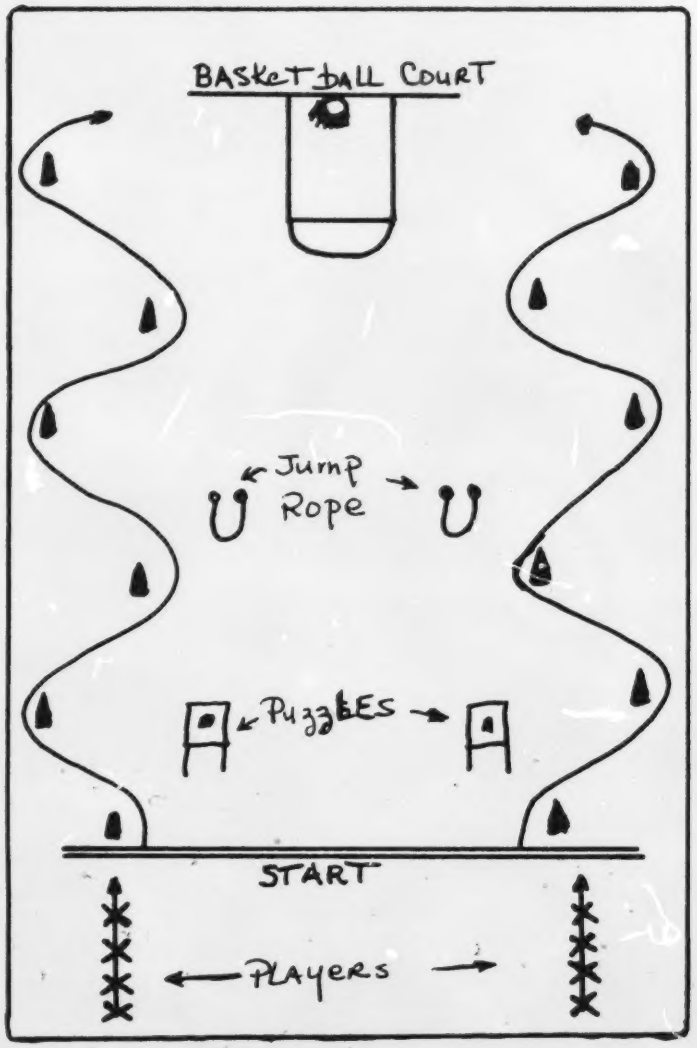
Objectives Develops spatial relationships, visual depth perception, temporal rhythm, arm-leg coordination, fine motor dexterity.

Equipment 12 24" cones; 2 shuffle board cues; 2 shuffle board discs; 2 individual jump ropes; 2 pegboard puzzles; 2 basketballs; 2 card tables.

Sequence Have discs at the starting line. Line up; pass cue through legs.

1. Push disc with cue in and out of the cones, up and back.
2. Push disc in and out of cones to the end, then go to the jump rope, set down cue and jump 5 times.
3. Same as #2. After jumping rope, go to the table and take pegs out of board and replace in the same design.
4. Push disc in and out of cones. Go to basket, set cue down and pick up basketball; shoot until a basket is made. Return straight to line pushing disc.

Finishing Task Run up without cue, pick up basketball and make a basket.



THE BUNNY HOP

Levels — Junior and Senior High

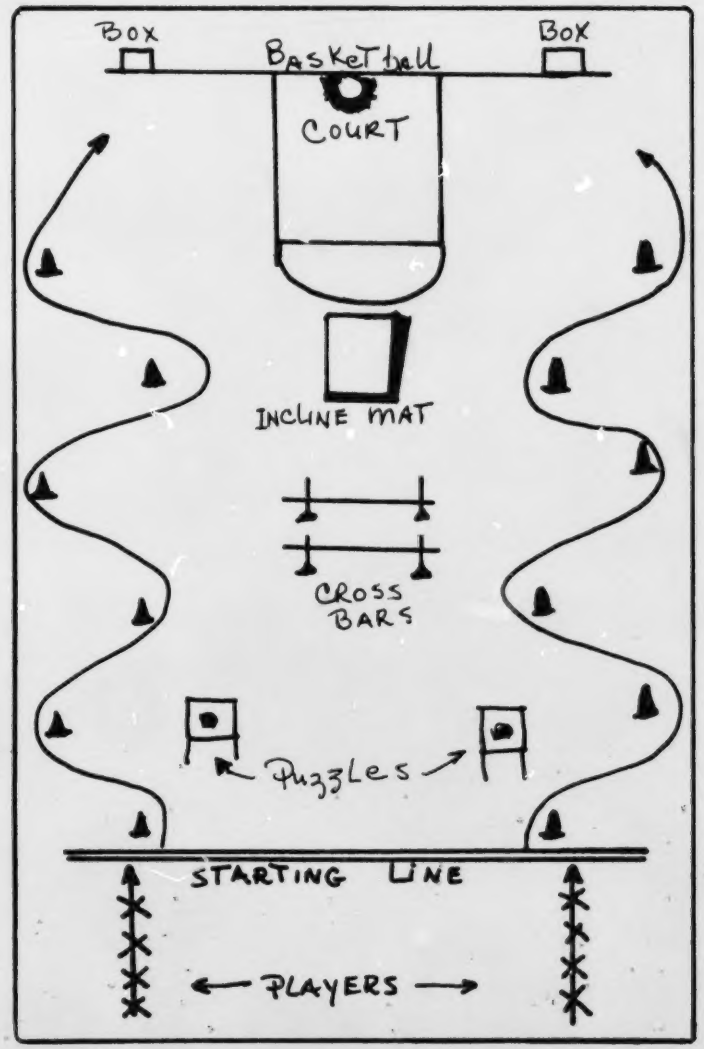
Objectives — Develops laterality, integration of left and right, leg strength, spatial awareness, body image, manual dexterity.

Equipment — 12 24" cones; 4 9" utility balls; 1 incline mat; 2 high jump bars; 10 nuts, washers, bolts; 2 boxes; 2 card tables.

Sequence — Line up. Pass 2 balls between legs of players. (One at a time)

1. Holding both balls, hop in and out of the cones, up on right foot, back on left foot.
2. Hop on both feet in and out the cones up. Then run up to mat, do somersault (holding balls). Go over first high bar, under second.
3. Same as #2. Before returning to the line, go to the table, holding both balls with legs, take nuts and washers off bolts; next person assembles them, continuing to alternate in this manner.

Finishing Task — Run to basket with both balls. Put one in box, make basket with other.



HALLOWEEN SPECIAL

Levels Elementary and Senior High

Objectives Develops fine motor ability, visual memory, spatial orientation, rhythm, motor integration, form perception.

Equipment 2 funny hats; 12 24" cones; 12 12" softballs; 1 incline mat; 2 jump ropes; 2 image ball boards; 2 plastic garbage pails; 2 card tables.

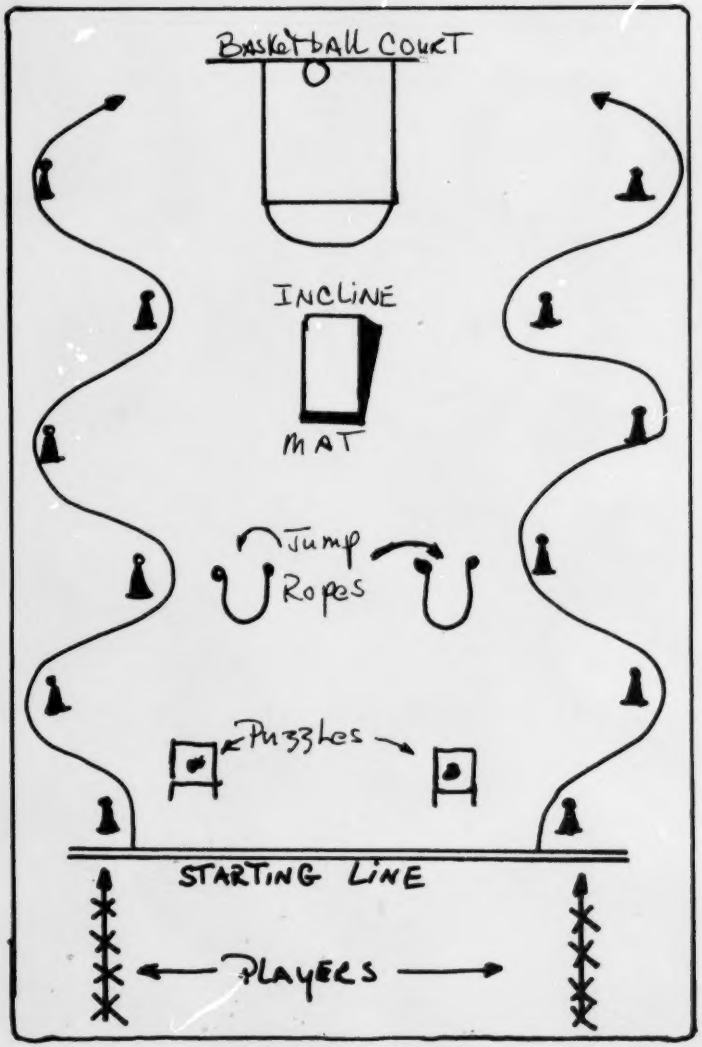
Sequence Line up. Pass hat between legs of players. Last person puts on hat for relay.

1. Pick up pail containing softballs. Run up setting balls on cones. Run back, taking softballs off and returning them to pail. Go to line, set pail down, pass hat.

2. Begin as in #1. Before returning to line, go to mat, set pail down and do somersault. Go to jump rope, jump 5 times. Pick up pail and return to line. Next person takes balls off cones, next puts them on, continuing to alternate in this manner.

3. Same as #2. Before returning to cone, go to card table, take image balls out of board. Replace in same design.

Finishing Task Run without pail to basket. Pick up ball, make basket.



NUTS AND BOLTS

Level Elementary

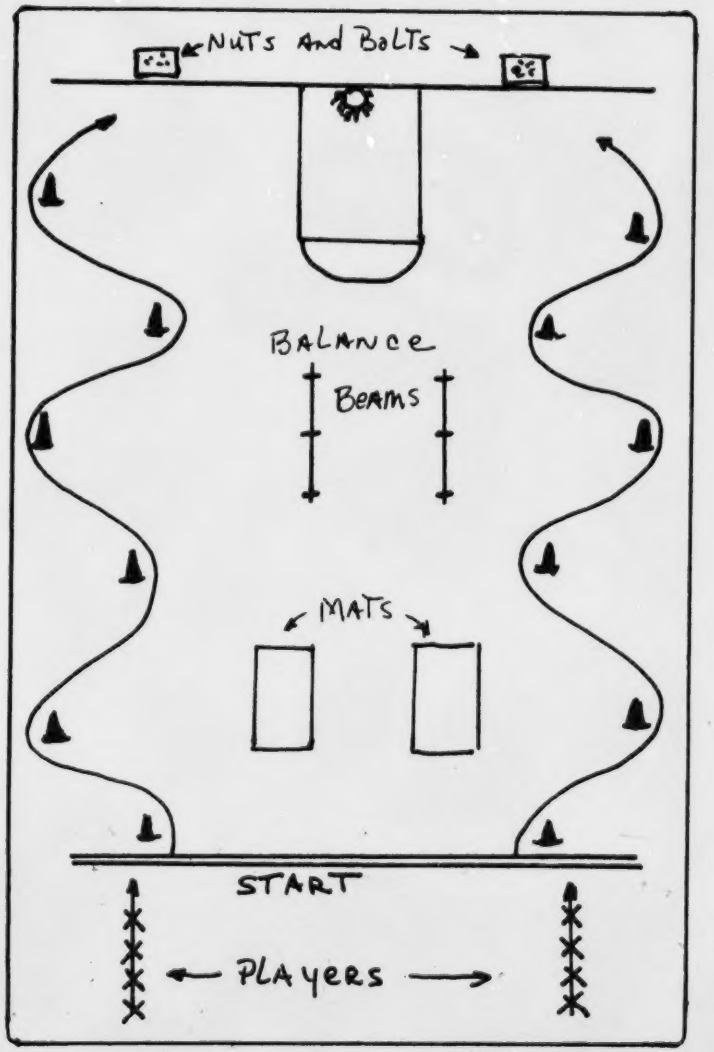
Objectives Develops cross lateral motor integration, total spatial awareness, balance, directionality, spatial orientation, fine hand-finger coordination, tactile-kinesthetic sense.

Equipment 12 24" cones; 2 balance beams; 2 4' x 8' tumbling mats; 10 nuts, bolts, washers; 2 9" utility balls; 2 rope rings.

Sequence

1. Line up; pass rope ring to last player. Crab walk cones with rings balanced on stomach; run straight back to line.
2. Pass utility ball through legs of players. Run backward in and out of cones. Go to mat, do 3 log rolls.
3. Run forward in and out of cones. Go to stage, take nuts and washers off bolts (next one puts them on). Walk across balance beam, do 3 log rolls. Stand up and dribble ball 5 times with left hand and 5 times with right hand.

Finishing Task Run to basket and shoot with utility ball.



OUTSIDE OBSTACLE COURSE

Levels Elementary and Junior High

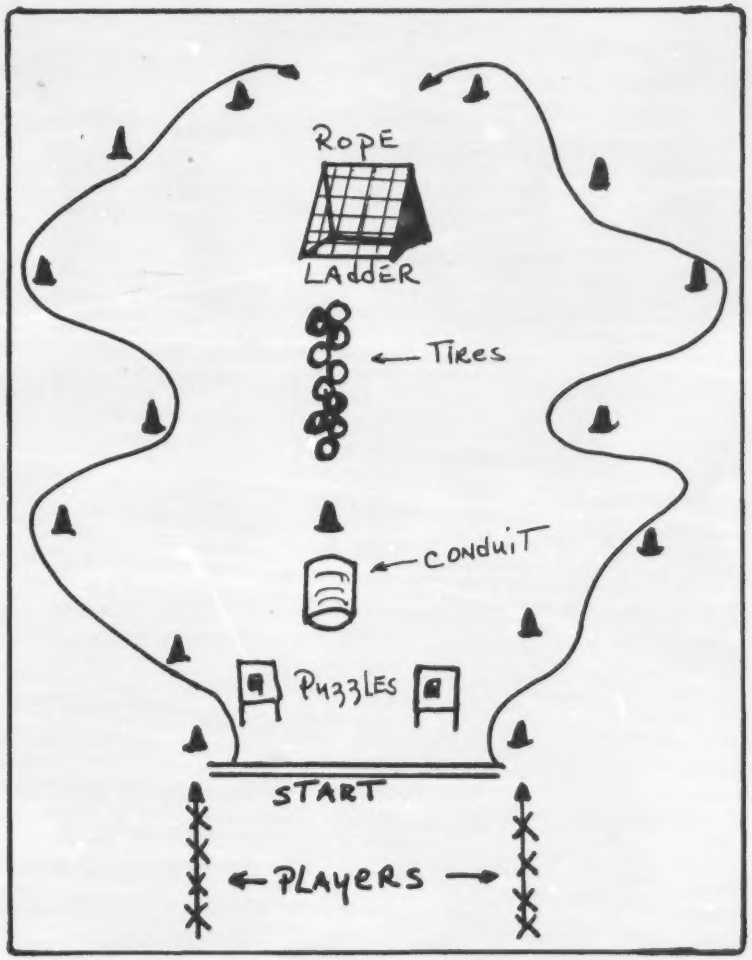
Objectives Develops right and left integration, agility, visual memory, balance, and strengthens arms and legs.

Equipment 1 outdoor field; 15 24" cones; 10 tires; 1 rope ladder; 1 36" concrete conduit; 2 24" playground balls; 2 image boards; 2 card tables.

Sequence

1. Dribble playground ball in and out of cones, and return to line.
2. Same as #1, plus climb over rope ladder, and hop through tires.
3. Same as #2, plus take puzzle apart, crawl through conduit, and assemble puzzle.

Finishing Task Roll ball through conduit and knock over cone.



SCOOTING ALONG

Levels Junior and Senior High

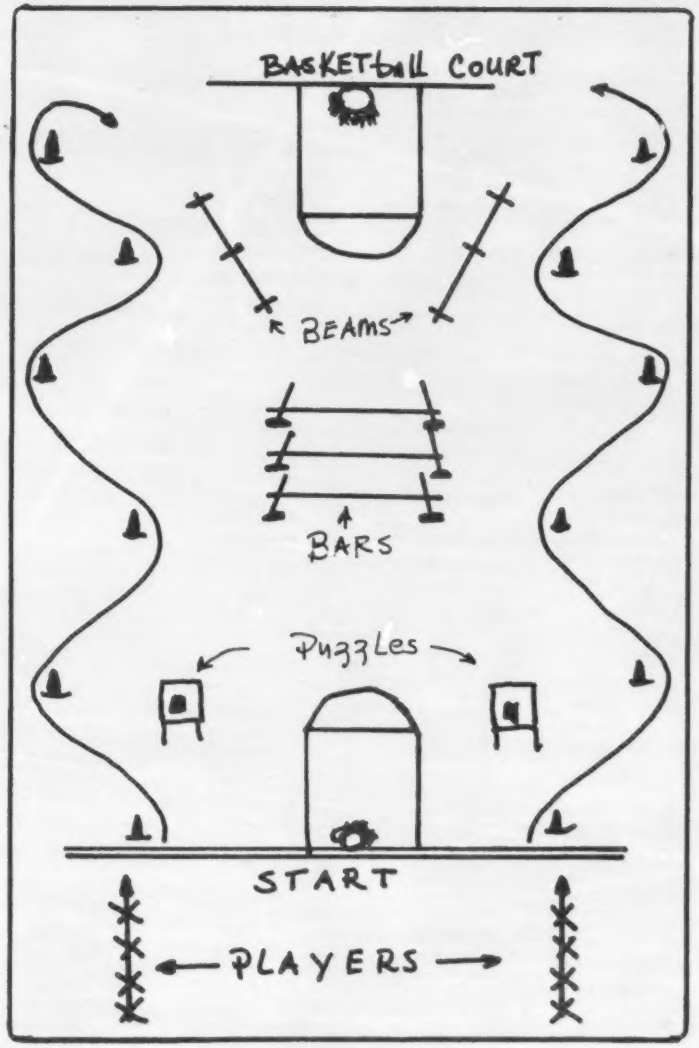
Objectives Develops spatial awareness, motor integration, balance, arm and shoulder strength, form perception, sequential memory.

Equipment 12 24" cones; 2 scooter boards; 2 3½" x 12' balance beams; 3 high jump bars; 2 card tables; 2 image ballboards; 2 playground balls.

Sequence Line up, pass scooter board through legs of players.

1. Sit on scooter board and scoot in and out of cones (forward or backward) up and back.
2. Kneel on scooter board. Push with arms in and out of cones up. Go to walking board, (balance beam) straddle it with scooter board and scoot across. Pick up scooter board, go under, over, under 3 times on high jump bars.
3. Same as #2. Go to card table. Kneel on scooter board and take balls out of board; replace in same design.
4. Same as #3. Go to basket, kneel on scooter board, shoot for basket with playground ball.

Finishing Task Run to basket, set scooter board down, pick up ball and make a basket from the free throw line.



BASKETBALL IN THE GRASS

Levels Elementary and Junior High

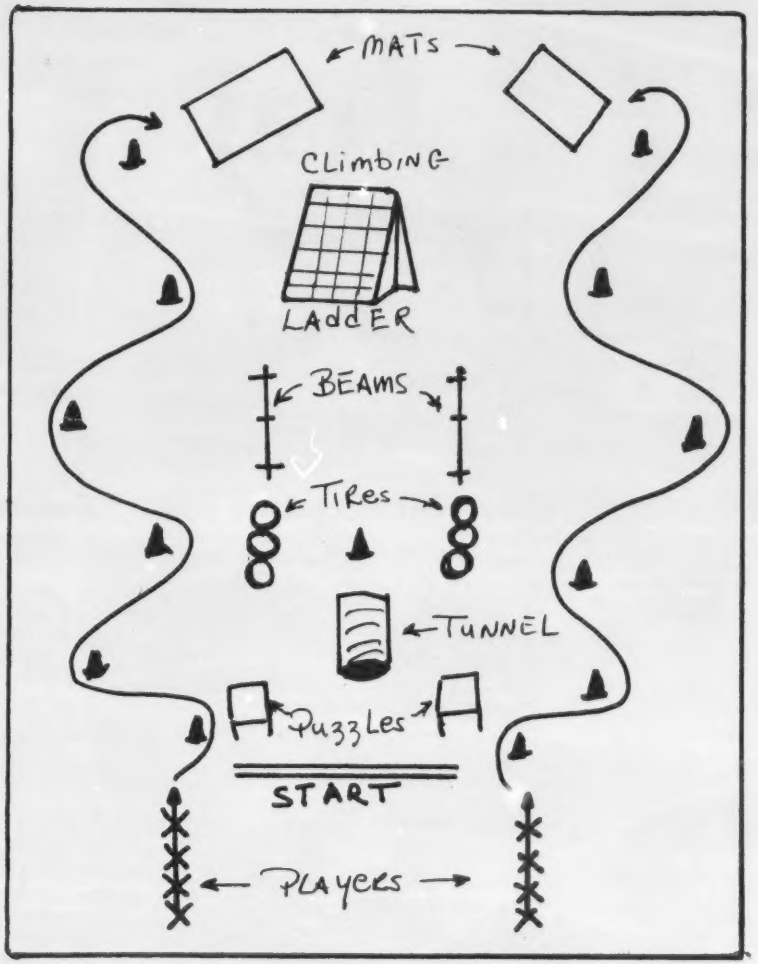
Objectives Develops spatial awareness, balance, cross lateral integration, memory, form perception.

Equipment Outdoor field; 12 24" cones; 2 4' x 8' tumbling mats; 2 16" playground balls, 1 rope climb ladder; 2 balance beams; 6 tires; 2 image ball boards; 1 36' concrete conduit; 2 card tables.

Sequence Line up, pass playground ball through legs of players.

1. Dribble ball in and out of cones to mats. Do one forward roll, turn around and do another. Dribble ball back to line (in and out of cones).

2. Dribble ball to mats. While holding ball do one forward roll. Leave ball by rope climb ladder. Climb up and over. Pick up ball. Go to balance beam. Walk crisscross across beam (standing to right of beam, swing right leg to left side of beam then left leg to right side of beam, continuing to alternate in this manner). Run through 3 tires and back to line.



Finishing Task Roll ball through conduit and knock over cone.

MOTOR DEVELOPMENT GOULASH

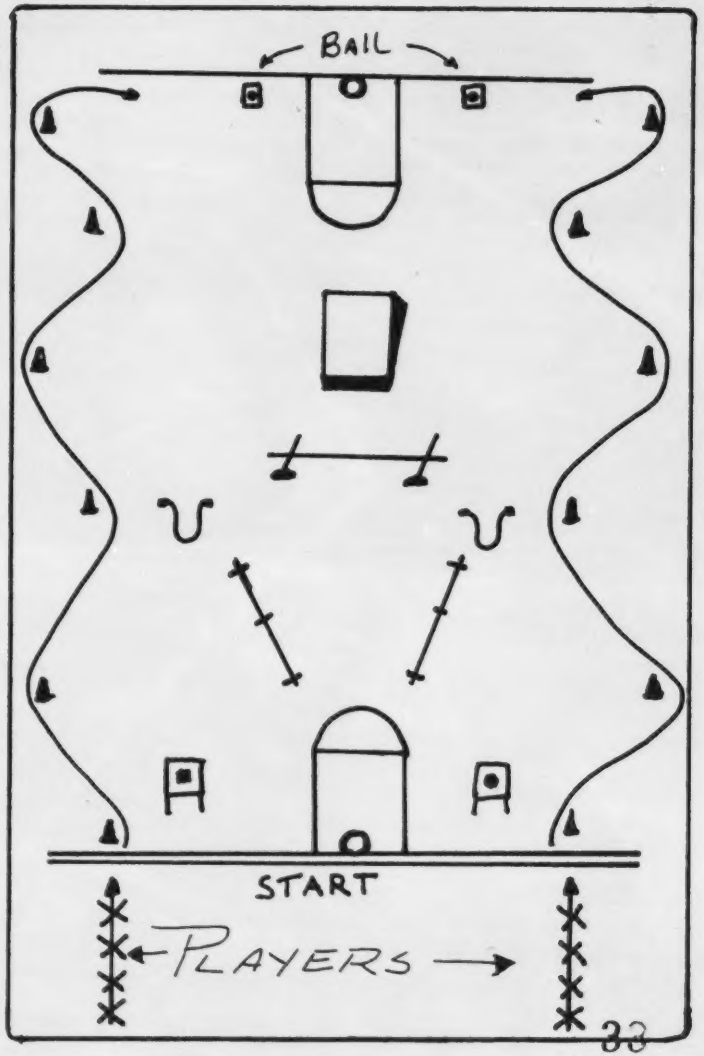
Levels — Elementary, Junior and Senior High

Objectives — Develops fine motor control, hand-eye coordination, depth perception, rhythm, total motor integration, form perception, memory.

Equipment — 12 24" cones; 2 plastic pails; 12 12" softballs; 1 incline mat; 1 high jump bar; 2 jump ropes; 2 walking boards; 2 pegboard puzzles; 4 playground balls; 2 card tables.

Sequence — Pass pail filled with 6 softballs through each players legs.

1. Run up setting softballs on cones. Pick up playground ball. Make basket and run back returning balls to pail.
2. Run up setting balls on cones. Make basket. Pick up pail. Go to mat and do somersault. Crawl under bar and return to line. (Next person takes balls off.)
3. Same as #2. With jump rope, jump 5 times consecutively. Go to pegboard puzzle. Take pegs out and replace in same design.
4. Same as #3. Walk across beam (walking board) before going to puzzle. Make a basket at near basket before returning to line.



Finishing Task — Shoot basket from free throw line.

CHRISTMAS SPECIAL

Levels Junior and Senior High

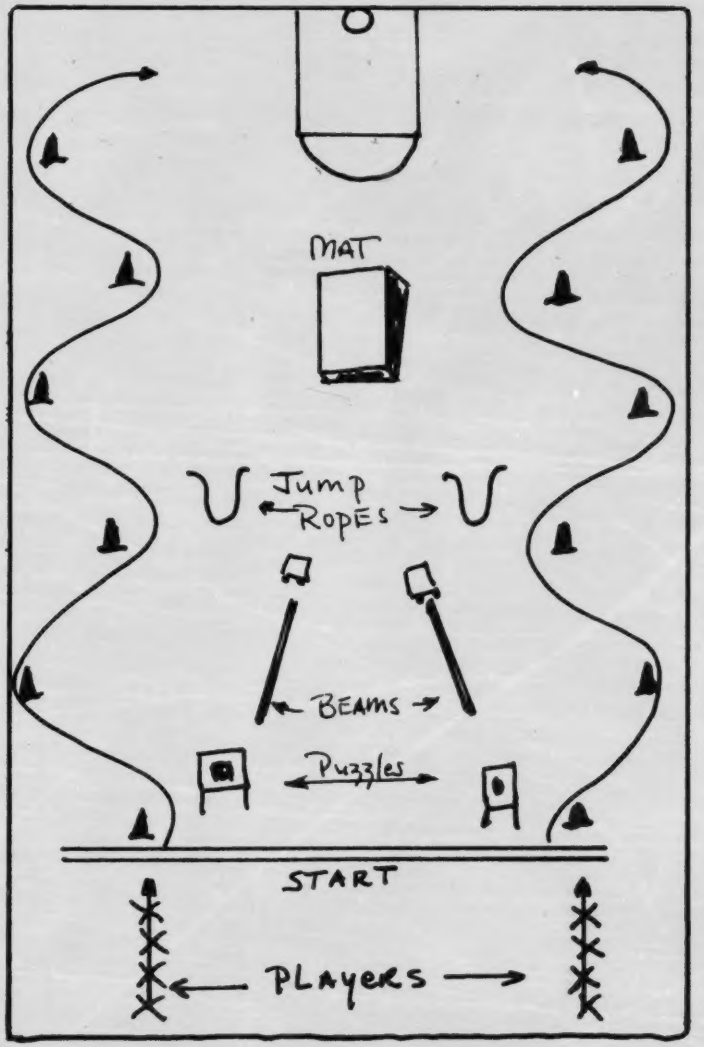
Objectives Develops balance, leg and ankle strength, agility, spatial awareness, motor integration, form perception, memory.

Equipment 12 24" cones; 2 utility balls; 1 incline mat; 2 jump ropes; 2 2" x 4" x 10' walking beams; 2 scooter boards; 2 card tables; 2 image ball boards; 2 elastic bands with Christmas balls attached.

Sequence Line up, pass ball and bells through legs of players. Put band around ankle.

1. Holding the ball, hop in and out of the cones down and back. Pass ball and bells through legs to each player.
2. Same as #1. Before returning to line go to incline mat and do forward roll. Go to jump rope and jump 5 times with ball between knees.
3. Same as #2. Go to card table and take balls out of image board and replace in same design.
4. Same as #3. Before going to puzzle, scoot across beam on scooter board.

Finishing Task Shoot basket from free throw line.



COLLECTING SNOWBALLS

Levels — Elementary, Junior and Senior High

Objectives — Develops balance, motor integration, fine motor control, hand-eye co-ordination, form perception, memory.

Equipment — 12 24" cones; 12 12" softballs, 2 plastic garbage pails; 2 utility balls; 1 high jump bar with standards; 2 4' x 8' tumbling mats; 2 jump ropes; 2 card tables; 2 pegboard puzzles; 2 climbing ropes.

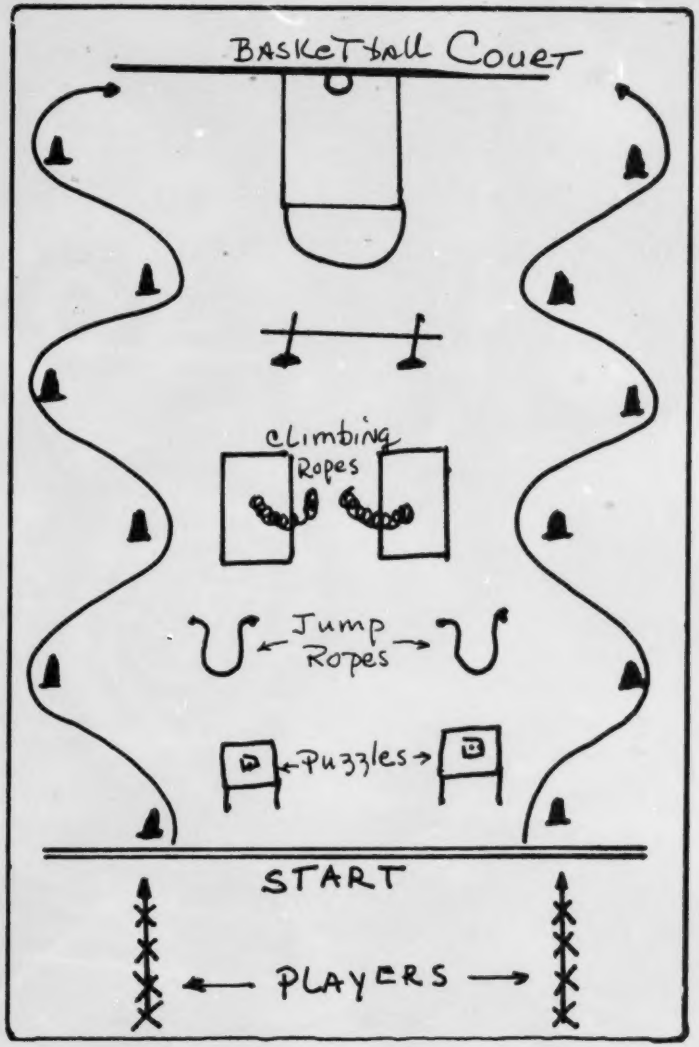
Sequence — Line up, pass ball through legs of players.

1. While holding ball, pick up pail, run down putting balls in pail. Shoot three times (one point for each basket). Run back to line. (Next person sets balls on cones.)

2. Same as #1. Crawl under bar, do one somersault before returning to line.

3. Same as #2. Jump rope five times with ball between knees. Go to card table, take pegs out of board and replace in same design.

Finishing Task — Climb rope and touch ceiling.



SCOOT AND SHOOT

Levels — Junior and Senior High

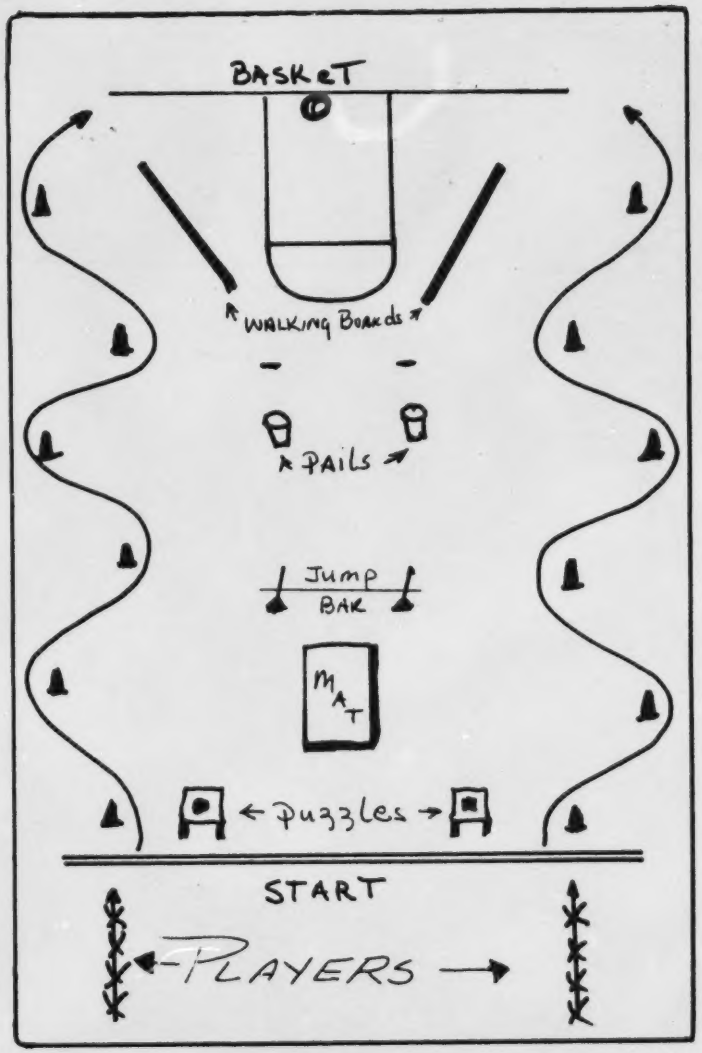
Objectives — Develops spatial awareness, motor integration, directionality.

Equipment — 12 24" cones; 2 scooter boards; 2 2" x 4" walking boards; 1 high jump bar and standards; 10 bean bags; 1 tumbling mat; 2 card tables; 2 image ball boards; 2 utility balls.

Sequence — Line up, pass scooter board through legs of players.

1. Sit on board, go in and out of cones, down and back.
2. Go in and out of cones sitting on board. Straddle 2" x 4" board and scoot across sitting on board; throw bean bags into pail (points for each). Scoot under high jump bar and return to line.
3. Same as #2. Do two leg rolls on mat. Go to puzzle and take balls out of board and replace in same design.

Finishing Task — Run to basket, leave scooter board, pick up ball. Make basket from free throw line.



POT LUCK

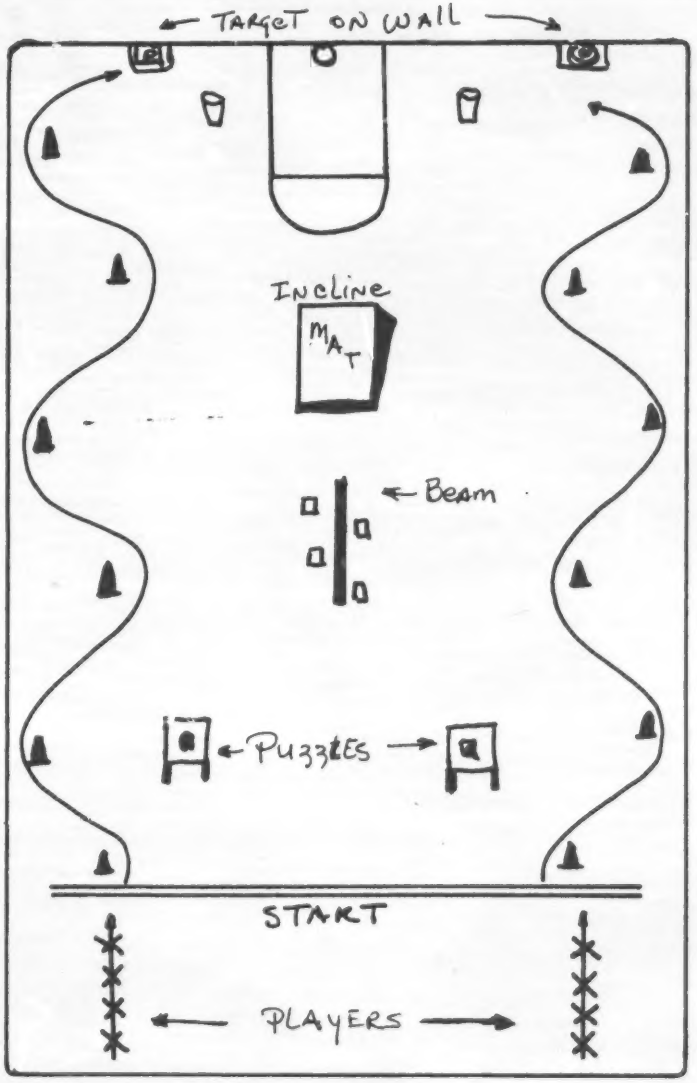
Levels Elementary, Junior and Senior High

Objectives Develops spatial awareness, agility, depth perception, balance, hand-eye coordination.

Equipment 12 24" cones; 2 shuffleboard cues and discs; 2 utility balls; 1 incline mat; 1 2" x 4" walking board; 2 card tables; 2 small image ball boards; 2 small containers; 2 waste baskets.

Sequence Line up. Pass cue hand to hand over heads of players.

1. Push disc in and out of cones, down and back.
2. Push disc down. Set cue and disc on stage. Pick up utility ball, hit mark on wall three times. Shoot for basket until one is made. Put ball down, shuffle back to line.
3. Push disc in and out of cones. Set cue and disc on stage and pick up ball. With ball, do a somersault on incline mat. Hop back and forth across beam--see diagram. Run to card table. Take balls out of box and place in container. Return to card table and put balls back in board.



Finishing Task Shoot free throw.

TURTLE GO, GO

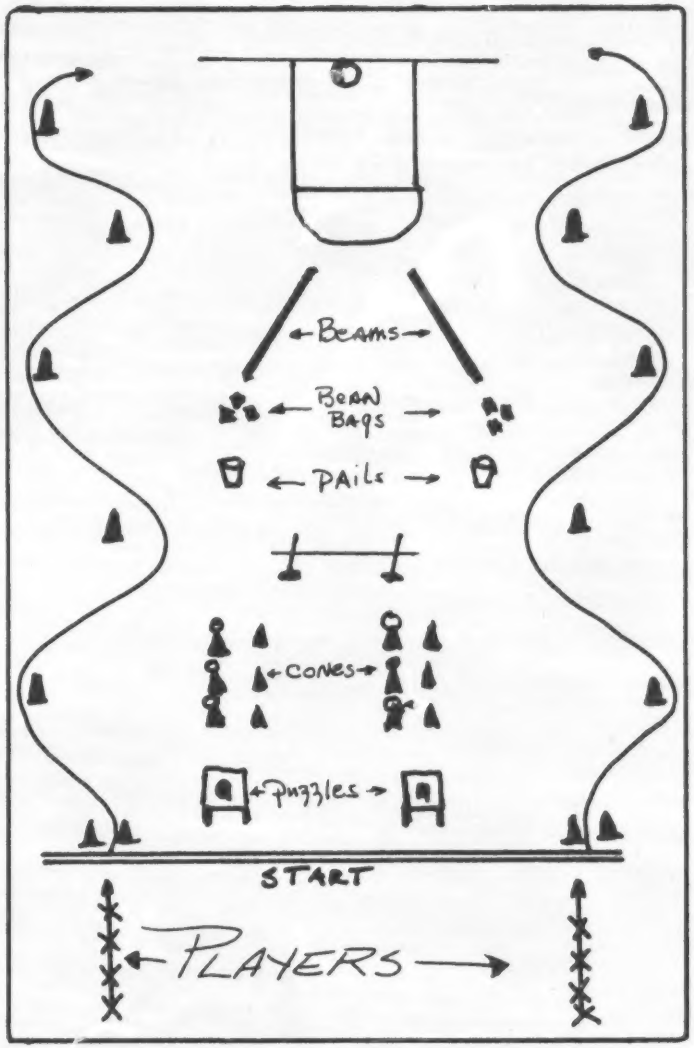
Levels — Elementary, Junior and Senior High

Objectives — Develops spatial orientation, laterality, spatial relationships, depth perception, form perception, fine motor dexterity.

Equipment — 26 24" cones; 2 scooter boards; 2 large utility balls; 6 12" softballs; 1 high jump bar and standards; 2 plastic pails (weighted); 6 bean bags; 2 2" x 4" walking boards; 2 card tables; 2 pegboard puzzles; 2 elastic leg bands.

Sequence — Line up with scooter board at head of line. Pass ball through legs of players; hold ball throughout rest of relay.

1. While holding the ball, scoot in and out of cones up and back.
2. Begin the same as #1. Go to basket and shoot three times (5 points each). Straddle beam and scoot across it. Sitting on scooter, throw bean bags into pail (5 points each). Return to line.
3. Same as #2. Scoot under bar. Scoot through cones and transfer softballs from one side to the other. Scoot to puzzle. Take pegs out and replace in same design.



Finishing Task — Three legged race to basket; each player makes a basket.

DRIBBLE, WRITE AND ASSEMBLE

Levels Elementary, Junior and Senior High

Objectives Develops agility, fine motor ability, directionality, visualization, sequential memory, body image, balance, depth perception.

Equipment 22 24" cones; 2 basketballs; 1 large chalkboard; 2 high jump bars and standards; 2 balance beams; 10 rope rings; 10 nuts and bolts; 2 card tables; 2 boxes.

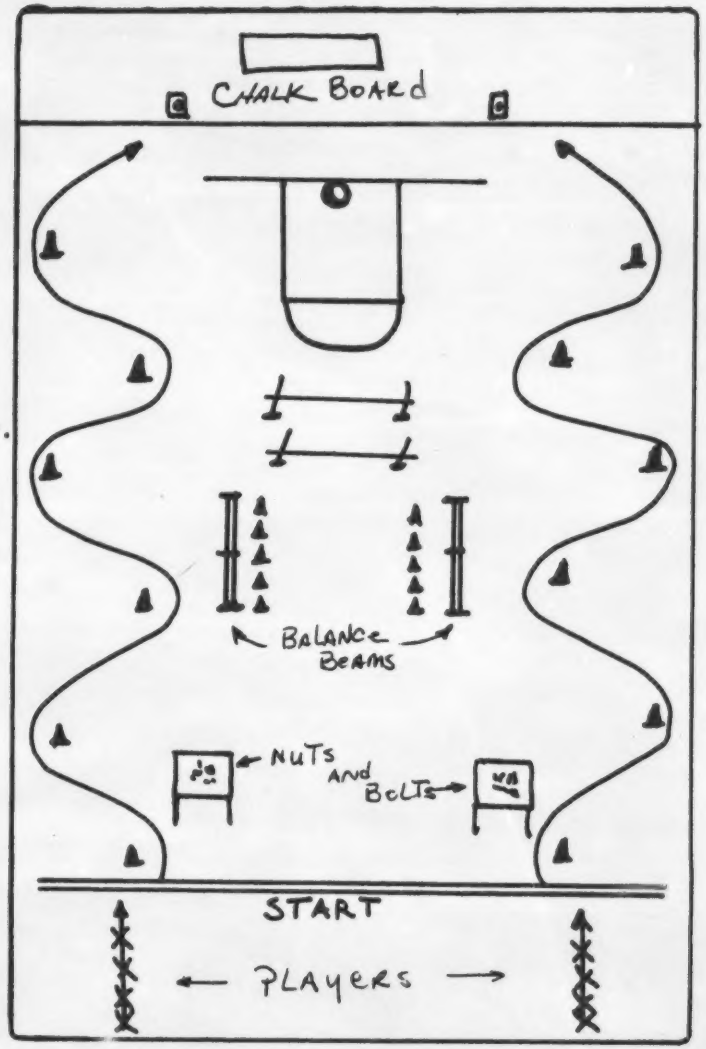
Sequence Line up. Pass ball over the head of first player and through legs of second player, continuing in this alternate manner.

1. Dribble in and out of cones with right hand, touch wall, dribble back with left hand.

2. Dribble in and out of cones to stage. Put ball in box. Go to chalkboard and make a word out of letters in PHYSICAL EDUCATION. Pick up ball and run back.

3. Dribble up, touch wall. Go over first high jump bar and under second. Go to balance beam. Toss rope rings on cones while side-stepping across beam (point each). Take nuts and washers off bolts and put back together.

Finishing Task Make basket from free throw line.



WORD PUZZLES

Levels Junior and Senior High

Objectives Develops body image, agility, orientation in space, visualization, rhythm, motor integration, form perception, memory, fine motor ability.

Equipment 28 24" cones; 2 utility balls; 1 large chalkboard; 8 12" softballs; 1 incline mat; 8 bean bags; 2 plastic pails; 2 jump ropes; 2 image ball boards; 2 card tables; 2 burlap bags.

Sequence Line up, pass utility ball through legs of players.

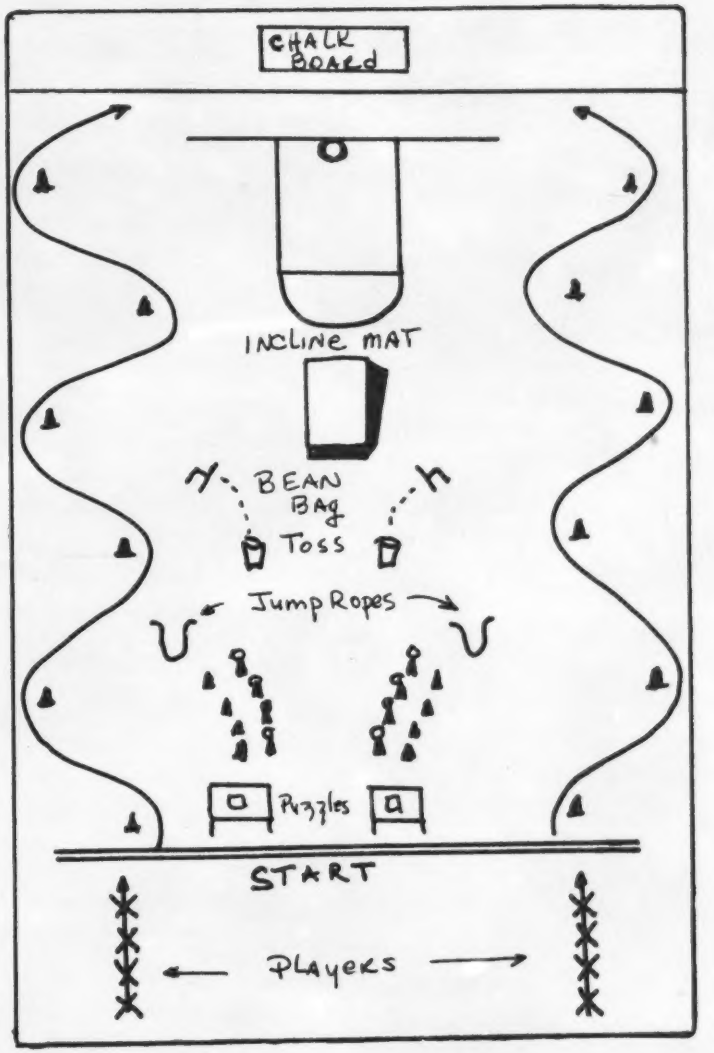
1. Run in and out of cones. Shoot 3 times at basket (5 points each). Go to chalkboard. Each player makes a word (4 or more letters) beginning with one of the letters in current music. (Examples, BLACK SABBATH or DEEP PURPLE.)

2. Same as #1. Add forward roll on mat. Sit on chair and toss bean bags into pail (5 points each).

3. Same as #2. Go to jump rope and jump 5 times holding ball between knees. Go to cones and transfer balls from one side to the other.

4. Same as #3. Go to puzzle. Take image balls out, put in box. Shoot 3 times at near basket (5 points each). Return to puzzle and replace balls in original design.

Finishing Task Three legged race to basket; each player makes basket.



THINKER'S THING

Level — Senior High

Objectives — Develops balance, agility, depth perception, hand-eye coordination, body image, form perception, laterality, spatial awareness.

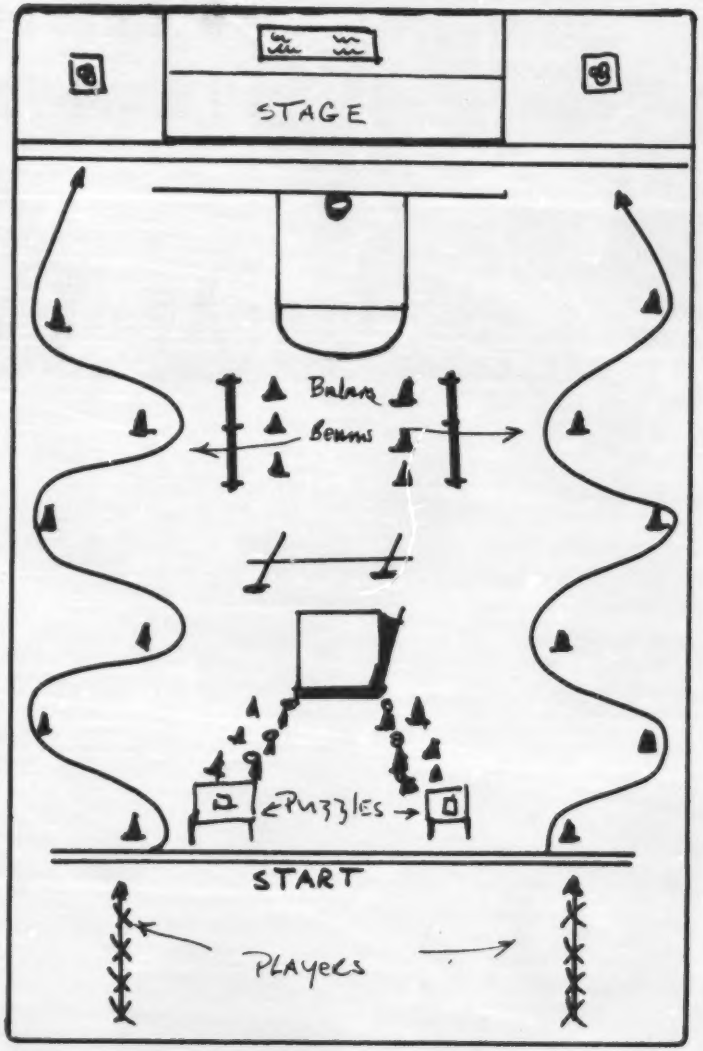
Equipment — 30 cones; 2 16" playground balls; 6 rope rings; 2 balance beams; 1 high jump bar with standard; 1 incline mat; 6 12" softballs; 2 image ball boards; 2 markers on wall; 1 chalkboard.

Sequence — Line up. Pass ball through legs to last player.

1. Run in and out of cones holding ball. Hit mark on wall. Go to chalkboard on stage and write a word beginning with one of the letters in JACKSON FIVE (word must have 4 letters or more). Return straight to line.

2. Same as #1. Go to balance beam. Toss rings on cones while walking across. Set ball down, dive over high jump bar, and do somersault on wedge.

3. Same as #2, except leave out writing on chalkboard. Go to cones and transfer balls from one side to the other. Go to puzzle. Take image balls out, shoot 3 baskets, return to puzzle and replace balls in original design.



Finishing Task — Run to basket and make free throw.

ADVANCED BASKETBALL

Levels Elementary, Junior and Senior High

Objectives Develops hand-eye coordination, left right integration, fine motor ability, body image, spatial orientation, form perception, visual memory.

Equipment 28 24" cones; 2 balance beams; 1 incline mat; 8 12" softballs; 2 basketballs; 2 pegboard puzzles.

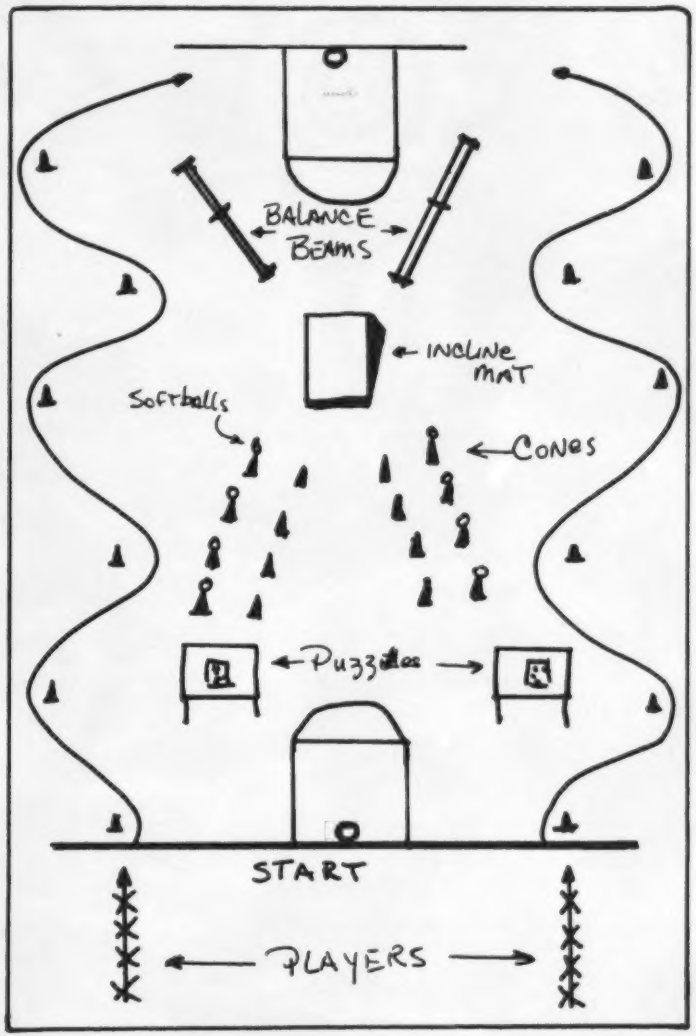
Sequence

1. Dribble basketball around cones. Shoot until basket is made. Walk across beam balance and return to line.

2. Same as #1. Do forward roll on wedge while holding ball. Go to cones and transfer softballs from one side to the other.

3. Same as #2. Take pegs out of pegboard. Go to basket, shoot until basket is made. Return to puzzle and replace in original design.

Finishing Task Shoot free throw.



SOCCER STYLE

Levels — Elementary, Junior and Senior High

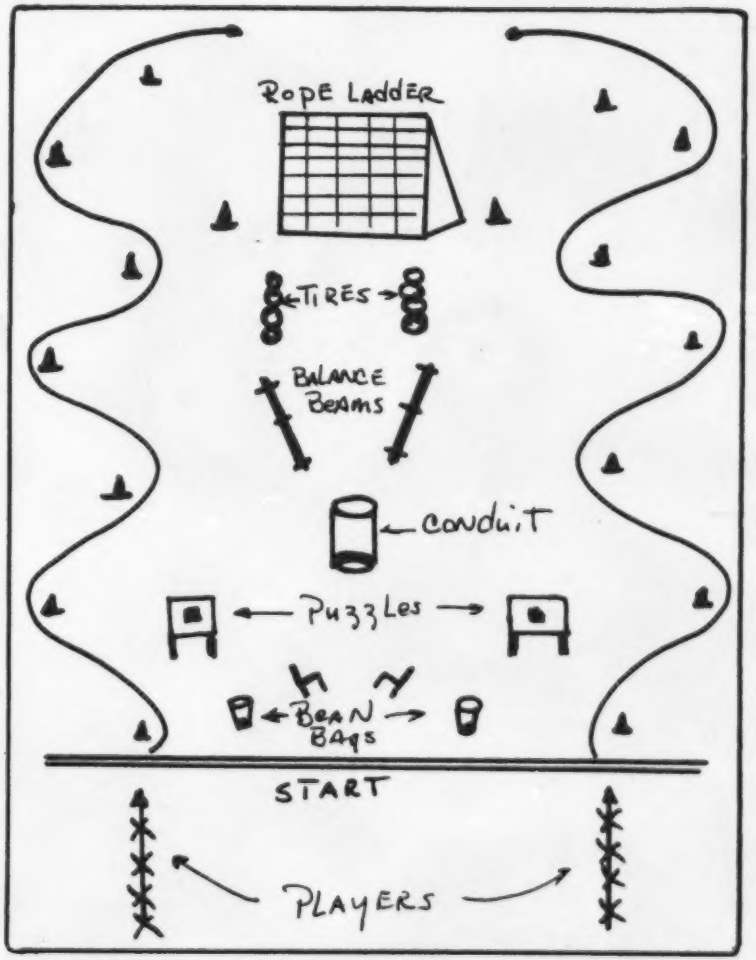
Objectives — Develops agility, foot-eye co-ordination, left-right integration, leg and arm strength, space structure, balance, visual memory, fine motor control, body image.

Equipment — 2 waste baskets; 1 outdoor field; 16 24" cones; 1 rope ladder net; 8 tires; 2 kickballs; 1 concrete conduit; 2 balance beams; 2 image ball boards; 2 chairs; 12 rope rings; 2 card table.

Sequence

1. Kick ball in and out of cones, down and back.
2. Kick ball down. While holding ball, climb rope ladder, jump with both feet through tires. Walk backward across walking board (balance beam).
3. Same as #2. Crawl through conduit. Go to puzzle, take balls out of puzzle. Sit on chairs, toss bean bags until one lands in waste basket. Return to puzzle and replace in original design.

Finishing Task — Sit on top of rope ladder frame. Throw rope ring on cone placed 6' from base of frame.



SCOOT, DIVE, AND JUMP

Levels Elementary, Junior and Senior High

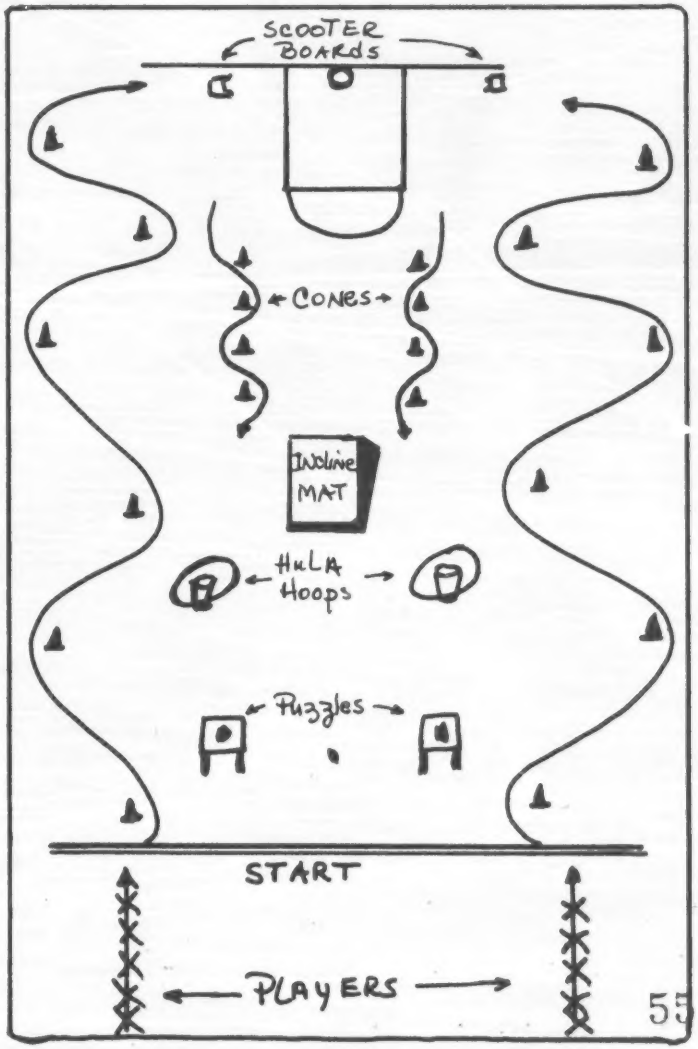
Objectives Develops agility, hand-eye coordination, laterality, rhythm, visual memory, fine motor ability, spatial awareness.

Equipment 20 24" cones; 2 scooter boards; 2 6" utility balls; 2 hula hoops; 1 tumbling wedge; 2 card tables; 2 pegboard puzzles; 2 elastic straps.

Sequence

1. Run in and out of cones to basket. Shoot three times (5 points for each successful basket).
2. Run in and out of cones. Set ball down, pick up scooter board and scoot in and out of four cones in center of gym. Put scooter board back, pick up ball, go to hula hoop and jump five times (ball held between knees 5 points extra).
3. Run in and out to scooter board. Scoot as in #2 relay. While holding ball, do somersault on wedge. Go to card table and take puzzle apart; jump hoop five times. Return to card table and replace pegs in original design.

Finishing Task Three legged race to basket; each player must make a basket.



LITTLE SCOOT

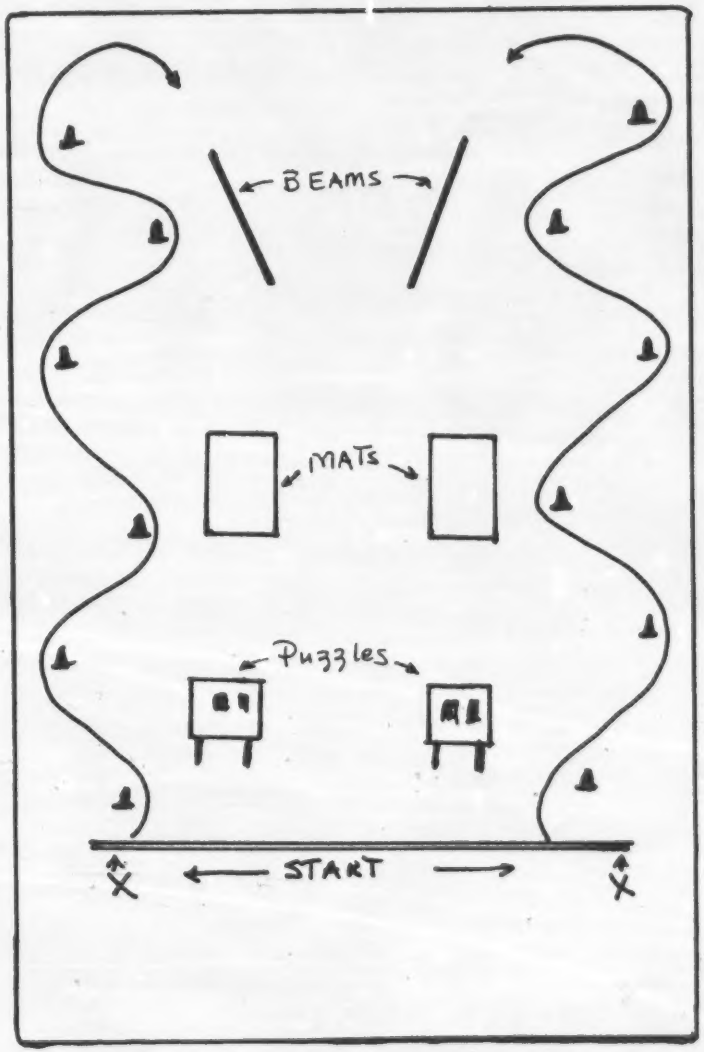
Level Elementary

Objectives Develops spatial orientation, visual memory, arm and shoulder strength, cross lateral integration.

Equipment 12 24" cones; 2 4" balance beams; 2 4' x 8' tumbling mats; 2 card tables; 2 image ball boards; 2 scooter boards.

Sequence Race individually against time. Alternate participants from right and left sides.

1. Scoot in and out of cones.
2. Go over beams, which are lying on floor, on scooter boards.
3. Do log roll on mat.
4. Crab walk to card table.
5. Take puzzle apart.
6. Go pick up scooter board.
7. Put puzzle together in original design; end.



FUN IN THE SUN

Levels — Elementary, Junior and Senior High

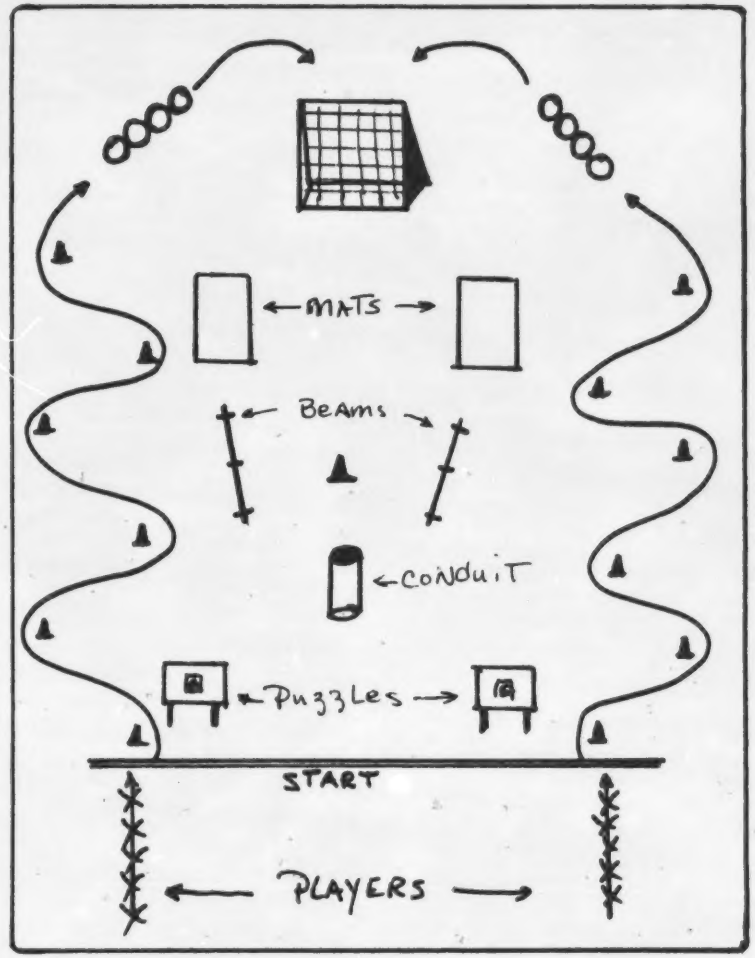
Objectives — Develops left-right integration, foot-eye coordination, strength of arms and legs, agility, body image, visual memory, form perception, balance.

Equipment — 1 outdoor field; 15 24" cones; 8 tires; 2 tumbling mats; 1 rope ladder; 2 balance beams; 1 concrete conduit; 2 image ball boards; 2 kickballs; 2 card tables.

Sequence

1. Run in and out of cones on way up; return soccer dribbling (with feet) in and out of the cones.
2. Run up, hop through tires. Set ball down, climb over rope ladder. Do a dive roll on mat. Pick up ball and return to line.
3. Same as #2. Before returning to line, walk backwards across beam. Go to puzzle, take pieces out. Crawl through tunnel, return to puzzle and replace pieces in original design.

Finishing Task — Knock over cone by throwing ball through conduit.



BATTER UP

Levels Elementary, Junior, and Senior High

Objectives Develops body image, fine motor ability, laterality, depth perception, arm and leg strength, visual memory, form perception, agility.

Equipment 26 24" cones; 12 12" softballs; 8 rope rings; 2 card tables; 2 tumbling mats; 8 tires; 1 concrete conduit; 1 batting tee; 2 water polo balls; 1 6" utility ball; 2 image ball boards; 1 baseball bat; 1 rope ladder.

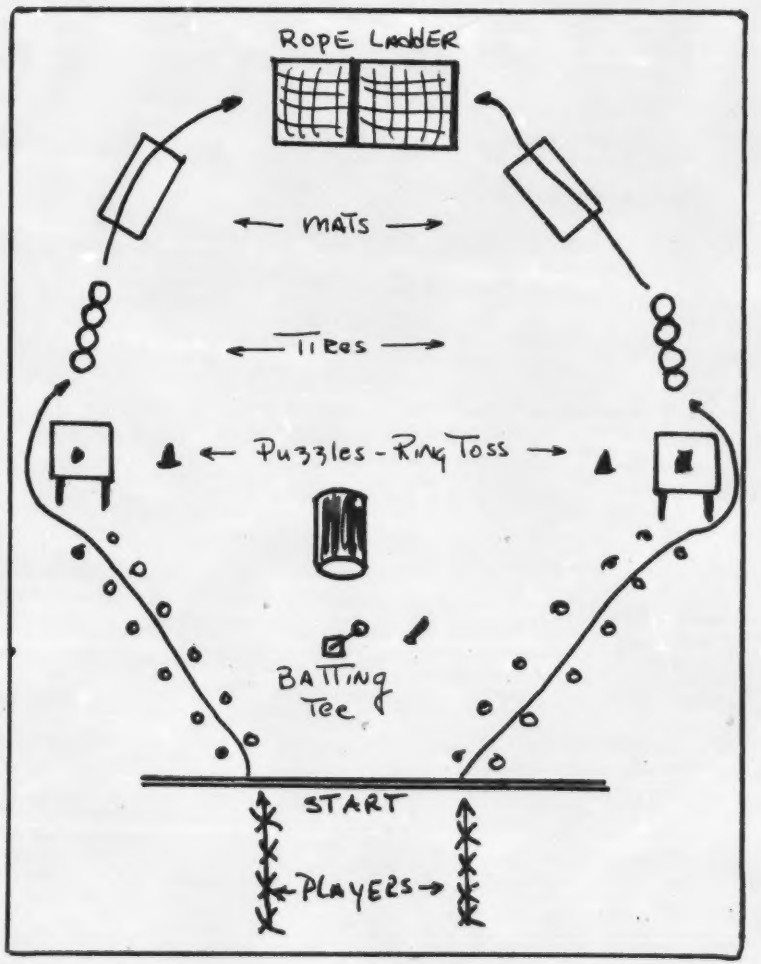
Sequence Line up behind starting cones, pass water polo ball over, under, over.... to last player.

1. With ball, go to cones, transfer row of softballs setting on top of cones from one side to the other. Go to card table. Pick up rope rings, toss across table until one lands on cone. Put rope rings back on table and return to line.

2. Same as #1. Do a forward roll on mat, run through the tires, climb up and over rope ladder.

3. Same as #2. Before doing somersault, take image balls out of the board. After climbing rope ladder, return to card table and replace balls in original design.

Finishing Task Hit 6" utility ball off of batting tee through the concrete conduit.



THE CARNIVAL SPECIAL

Levels Junior and Senior High

Objectives Develops body image, dynamic balance, spatial orientation, hand-eye coordination, integration of two halves, sequential motor planning.

Equipment 2 3" stocks; 2 12" softballs; 22 24" cones; 7 4' x 8' tumbling mats; 1 incline mat; 2 4' balance beams; 1 clown face bean bag target; 2 hula hoops; 2 5 gallon pails; 1 high jump bar with standards; 2 card tables; 1 3' x 6' table; 6 rope rings; 8 bean bags; 2 wooden catapults; 4 image board puzzles; 2 12" playground balls.

Sequence Line up and pass ball through legs of players.

1. Run through cones to table and disassemble puzzle. Do three log rolls on mat. Mount balance beam. Transfer soft balls to opposite cones and step over hurdle while walking beam. Run back to line (second player assembles puzzle).
2. Same as #1. Straddle chair and throw bean bags at clown target. Do somersault on incline mat and crawl under high jump bar. Put ball in pail and jump through hula hoop 5 times. Run back to line.
3. Same as #2. Stomp catapult board and catch bean bag in each hand. Take apart puzzle. Straddle chair and throw rings on cones (5 points each). Return to table and assemble puzzle. Return to line.

Finishing Task Move cones 2 feet further away from chair--first player to ring cone with rope ring wins.